

**AN ERROR ANALYSIS OF USING COHESIVE DEVICES IN WRITING
NARRATIVE TEXT AT THE SECOND SEMESTER OF EIGHTH GRADE
OF SMPN 15 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2020/2021**



ACC for exam
28-6-2021

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A Thesis

**Submitted in Partial a Fulfillment of
The Requirement for S1-Degree**

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2021

ABSTRACT

AN ERROR ANALYSIS OF USING COHESIVE DEVICES IN WRITING NARRATIVE TEXT AT THE SECOND SEMESTER OF EIGHTH GRADE AT SMPN 15 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

By
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Error Analysis is one of ways to evaluate students' ability to understand second language. The objective of this research: (1) to discover the common mistake that is made by the students in writing Narrative text in cohesive devices, (2) to carry out the students' errors proportions (frequency and percentage) in writing Narrative text.

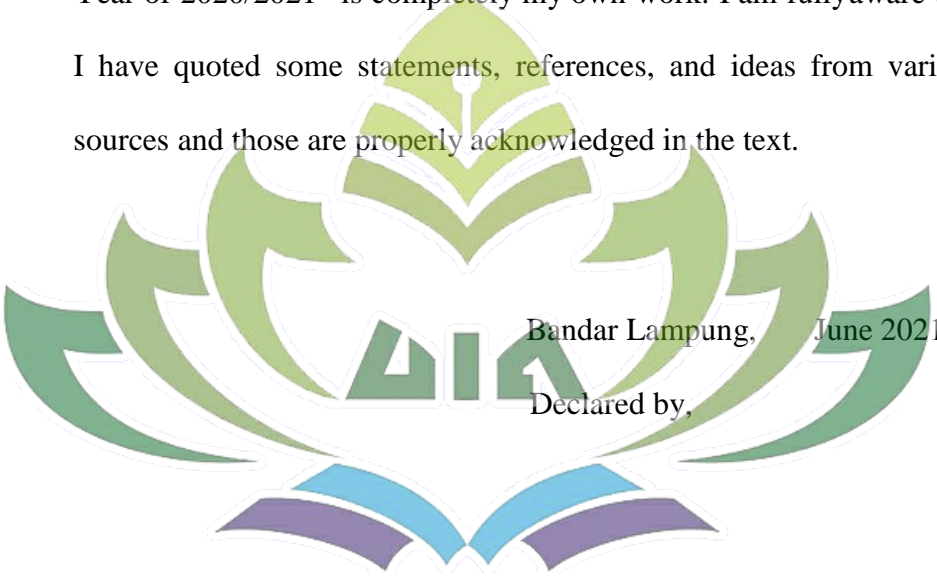
This research was conducted by using descriptive qualitative research method. The sample of the research was VIII D class in SMPN 15 Bandar Lampung that consists of 28 students. The sample was conducted by purposive sampling technique. In collecting the data, the researcher used the writing task to identify the students' errors in using cohesive devices in writing narrative text based on surface strategy taxonomy.

The result of the research showed that there were 4 types of errors made by the students. The presents the highest level to the lowest of errors mostly made by students, and the researcher found that error of *Misformation* is the most frequent error made by the eighth class of second semester at SMPN 15 Bandar Lampung with 89 of total errors or 61 %. The Next are *Omission*, with 44 of total errors or 30,1% *Addition* with 8 total errors or 5,5% and *Misordering* with 5 of total errors or 3,4 %.

Keyword: *Error Analysis, Cohesive Devices, Narrative Text, Surface Strategy Taxonomy.*

DECLARATION

I hereby state that this thesis entitled: “An Error Analysis of Using Cohesive Devices in Writing Narrative Text at The Second Semester of the Eighth Grade of SMPN 15 Bandar Lampung in the Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.



Bandar Lampung, June 2021

Declared by,

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MOTTO

“...الْعِلْمَ دَرَجَاتٍ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا يَرْفَعُ...”

“... Allah will raise those who have believed among you and those who were given knowledge, by degrees...” (QS. Al-Mujaddalah; 11)¹



¹ Abdullah Yusuf Ali, “*The Meaning of Holy Qur’an*” [online] available at <http://www.scribd.co/doc/2042683/Al-Quran-Terjemahan-Yusuf-Ali>. [June, 12th, 2021]

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always gives everything that I need and keeps everytime.
2. My beloved Father and Mother, Mr. Anwar Halim (the late) and Mrs. Hendana, who always love me and keep on praying for my life and succes. Thanks for all the motivation. I love you so much.
3. My beloved sister and brothers, Resdawati, Rohmansah who always support me and cheer me up until the completion of this thesis. Thanks for your support.
4. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

The name of the researcher is Reka Dayanti. She is called Reka. She was born on March 5th, 1998 in Gedung Agung, South of Lampung, Lampung. She is the last child of Anwar Halim (the late) and Hendana. She has one beloved sister, her name is Resdawati. She lives in Tangerang.

The researcher attended Elementary School at SDN Gedung Agung and finished in 2008. After that, she continued her school at Junior High School at SMPN 2 Jati Agung and finished in 2011. After that, she continued her school at Senior High School at SMAN 1 Jati Agung and finished in 2014. After that, she decided to continued study in English Educational Program of State Islamic University of Raden Intan Lampung.

The Researcher

Reka Dayanti

ACKNOWLEDGMENT

First of all, Praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “An Error Analysis of Using Cohesive Devices In Writing Narrative Text at Second Semester of the Eighth Grade of SMPN 15 Bandar Lampung in the Academic Year of 2020/2021” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd as the chairperson of English Education Study Program of UIN Raden Intan Lampung.

3. Dewi Kurniawati, M.Pd as the first advisor for his guidance help and countless time given to the researcher to finish this thesis.
4. Yulan Puspita Rini, M.A, the second advisor who has spent countless hours correcting this thesis for its betterment.
5. Hj. Neti Ekowati, M.Pd the principal of SMPN 15 Bandar Lampung and all the teachers and staff who have helped the researcher in collecting data.
6. Bertiana, S.Pd and all English teachers at SMPN 15 Bandar Lampung who given the guidance and spirit in conducting this research.
7. All the students of Second Semester of the Eighth Grade of SMPN 15 Bandar Lampung for giving nice participation and contribution during the process in this research.
8. All lecturers of English Department of UIN Raden Intan Lampung, who have taught the researcher since the first year of her study.
9. My beloved family, mama and papa, all beloved brothers and sisters and also all my lovely niece may Allah will always protect us and meet in Jannah.
10. My beloved 'ASR', Tri Nur Afni, S.Pd, Saniyati, S.Pd, Septi Yeni Rusmawan, S.Pd, Ratih Anggraini, S.Pd, Reka Anggraini, S.Pd who always help each other since 2014. Thanks for being my best friend in college and see you on the top of success.

11. My beloved ‘Lawadur Squad’, Ratnawati, Kakak Mela Puspita, Amma Een Subekti, Titin Fitri Hartini, om M. Abdul Halim, abang Yopi Adi Purnomo, Raedho Armanda, abang M. Zain Fikri, Agus Eka Paksi, A. Rifai who always support and care each other. How lucky I am to know you all.

12. All friends of the English Department of UIN Raden Intan Lampung, especially my beloved friends in C class and all people who have helped the researcher to finish the study that she can not mention one by one.

Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, June 2021
The Researcher

Reka Dayanti

TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION	vii
DEDICATION	viii
MOTTO.....	ix
CURRICULUM VITAE.....	x
ACKNOWLEDGMENT.....	xi
TABLES OF CONTENTS.....	xiv
LIST OF TABLES.....	xvi

CHAPTER I : INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the Problem.....	9
C. Limitation of the Problem.....	9
D. Formulation of the Problem.....	10
E. Objective of the Research.....	10
F. Significance of the Research.....	10
G. Scope of the Research.....	11

CHAPTER II : REVIEW OF RELATED LITERATURE

A. Error and Error Analysis	12
1. Definition of Error.....	12
2. Definition of Error Analysis	13
B. Concept of Error and Mistake.....	14
1. The differences between Error and Mistake	16
C. Types of Error	17
1. Linguistic Category Taxonomy	17
2. Surface Strategy Taxonomy.....	18
3. Comparative Taxonomy	18
4. Communicative Effect Taxonomy	18
D. Concept of Surface Strategy Taxonomy.....	19
1. Omission	19
2. Addition	19
3. Misformation.....	20
4. Misordering.....	20
E. Procedure of Error Analysis	20

F. Cohesion	22
1. Cohesive Devices	23
a. Grammatical Cohesion.....	24
1) Reference	24
2) Substitution.....	26
3) Ellipsis	27
4) Conjunction	29
b. Lexical Cohesion	35
1) Reiteration	35
2) Collocation	37
G. Writing.....	38
H. Text.....	40
I. Kind of Text.....	41
J. Narrative Text	44

CHAPTER III : RESEARCH METHOD

A. Research Design.....	47
B. Research Subject	48
C. Data Collecting Technique	50
D. Instrument of The Research.....	50
E. Research Procedure.....	51
F. Data Analysis	52

CHAPTER IV : RESULT AND DISCUSSION

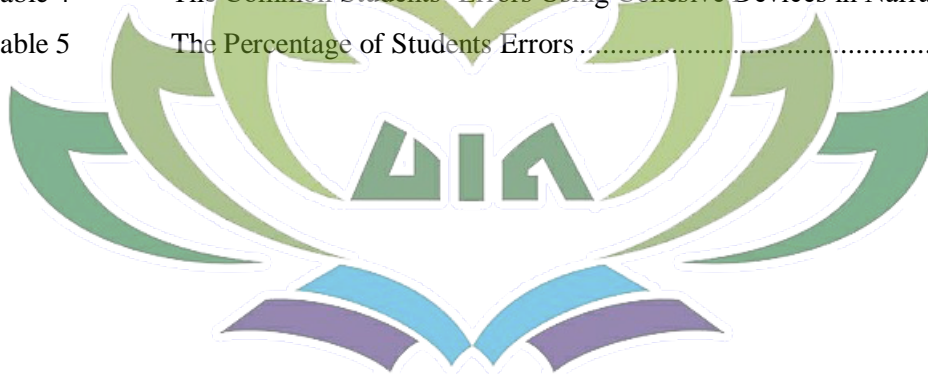
A. Result of the Research	56
B. The common Students' Errors Using Cohesive Devices In NarrativeText..	57
C. Discussion.....	70

CHAPTER IV : RESULT AND DISCUSSION

A. Conclusion	72
B. Suggestion.....	73

LIST OF TABLES

Table 1	Students' Score of Writing at the Eighth Grade of SMPN 15 Bandar Lampung in the Academic Year of 2020/2021	5
Table 2	The Number of Students at the Second Semester of the Eighth Grade of SMPN 15 Bandar Lampung in the Academic Year of 2020/2021	49
Table 3	Students' Score of Writing at the Eighth Grade of SMPN 15 Bandar Lampung in the Academic Year of 2020/2021	49
Table 4	The Common Students' Errors Using Cohesive Devices in Narrative Text ..	57
Table 5	The Percentage of Students Errors	70



CHAPTER I INTRODUCTION

A. Background of the Research

English as the international language, is needed and very important in the world even English is a foreign language in Indonesia. English is a language that is widely used to communicate therefore many countries learn and use English as their second or foreign language. English is the world's most widely studied foreign language.¹ Nowadays, Indonesian students learn English from elementary school up to university because it is important in this globalization era. However, they do not use English in their daily life. In the learning process, Indonesian students still make errors. It commonly happens because the rule of Bahasa Indonesia and English is different.

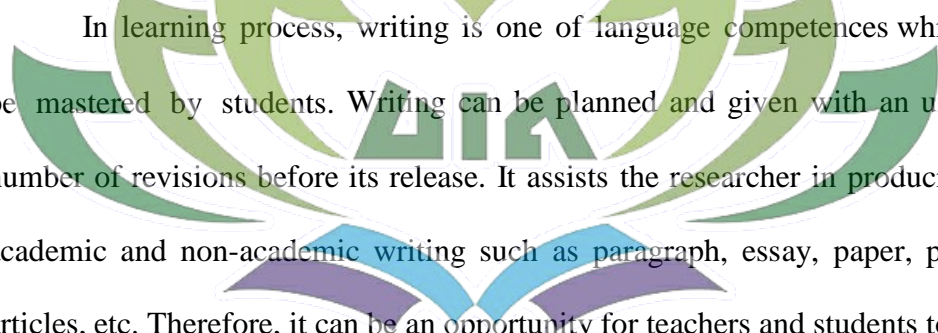
According to Brown, error analysis is the study of the learner's error, which can be observed, analyzed, and classified to reveal something of the system operating within the learner.² Identifying students' errors in learning process is important to know students' problem in acquiring target language.

As productive skill, writing does not like speaking skill nor other receptive skills. Writing is the most difficult skill for it does not only need a lot of vocabularies in composing paragraph, but also require grammatical correct in order

¹ Jack C Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, (Cambridge: Cambridge University Press, 2014), p. 117.

² H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York : Longman, 2007), p. 21.

to be comprehensible besides other writing's rules. Therefore, composing paragraph in writing activity takes a lot of time. Harmer states that writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them.³ It can be summed up that writing is a hard work which needs a plenty of time for it does not only generate and organize the ideas but also must translate the ideas into understandable writing by using grammatical rules correctly, and it takes a process which needs a lot of practices to be good writing.



In learning process, writing is one of language competences which must be mastered by students. Writing can be planned and given with an unlimited number of revisions before its release. It assists the researcher in producing both academic and non-academic writing such as paragraph, essay, paper, proposal, articles, etc. Therefore, it can be an opportunity for teachers and students to master numerous methods in writing skill.

Students are assisted to reinforce the grammatical structure, idioms, and vocabularies, which have been taught, to have adventure with language, to go beyond what they have learnt to say, and to become involved in the new language. Therefore, by writing students do not only master the general structure of a text but also should master the grammatical structure, idioms, and vocabulary.

³ Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p. 31.

However, writing not only expresses an idea in a piece of paper but also has structural text. There are some requirements that have to be fulfilled to create a high quality text. Yanti cited in Rohmah states that writing is complex and difficult to teach and to learn, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.⁴ From that statement, it can be concluded that to create a good essay, it needs to master grammar and its organization.

Moreover, a text should have sequence of sentences to make the reader comprehend the meaning. To make it sequence, it can use cohesive devices. As stated by Supong in Halliday and Hasan's book states that to enhance the connectedness of sentences in a text, researchers may use "cohesion" to join ideas between sentences to create texture.⁵ In addition, Hidayati cited in Salkie's study explains that cohesion is an important textual aspect to achieve qualified writing.⁶ Some features, namely grammatical and lexical cohesion, build this aspect of cohesion. So cohesive devices can make the text sequence, therefore the reader can comprehend the meaning easily.

Besides, there are many kinds of writing's genre such as recount, narrative, report, descriptive, exposition, and procedure. Every genre has a number of features

⁴ Yanti Nurhayati, Graduating Paper: *"The Analysis on the Use of Cohesive Devices in English Writing Essay among The Seventh Semester Students of English Department of STAIN Salatiga in The Academy year of 2011/2012"*. STAIN Salatiga. 2012, available on <http://docplayer.net/51394504>, accessed on December 5th 2017.

⁵ Supong Tangkien Sirisin, *"Promoting Cohesion in EFL Expository Writing: A Study of Graduate Students in Thailand"*. *International Journal of Arts and science*, Vol. 3 No. 16, 2010, (<https://pdfs.semanticscholar.org/> being accessed on December 5th, 2017) p. 1.

⁶ Hidayati, *Mistake and Error of Cohesive Features in Argumentative Essay of Fifth Semester Students of English Department of Jambi University*, *Learning Journal*, Vol. 1 No. 1, 2014, (<https://pdfs.semanticscholar.org/> being accessed on January 14th 2018), p. 42.

which make it different to other genres, each has a specific purpose, an overall structure, specific linguistic feature, and is shared by members of the culture.⁷ The researcher is going to select narrative text because it is a story of human experience in the past time, which has time sequence or plot. However, although narrative text is considered as easy text for students, and cohesive devices influence their writing quality. However, most of them still make errors in their narrative text.

Unfortunately, there are some problems faced by the students in composing good writing. The use of linking devices remains a major difficulty in writing text. This is caused of same words in linking devices are used for different purposes in writing text. It creates confusion for students to write. In fact, when the researcher did the preliminary research in SMPN 15 Bandar Lampung, the researcher interviewed the English teacher. One of the interviewing questions that the researcher asked the teacher is “what are the problems that are faced by the students in using cohesive devices in writing narrative text?” Based on the interview that the researcher did to Bertiana, S. Pd as English teacher in the eighth grade, she said that most of the students were still confused in using cohesive devices appropriately in connecting sentences in a paragraph and one paragraph to each other in narrative text. In short, the use of the same word with different purposes in cohesive devices makes the students difficult to determine the appropriate word in creating paragraphs.

The researcher also asked the teacher about the students’ ability especially

⁷ Ken Hyland, *Teaching and Researching Writing*, Second Edition, (London: Longman, 2009), p. 15.

in writing narrative text. It is supported the data that more than 60% of students of the eighth grade did not pass the minimum achievement criteria that the teacher expected. It is displayed in Table 1.

Table 1
Students' Score of Writing at the Eighth Grade of SMPN 15 Bandar Lampung in the Academic Year of 2020/2021

No	Class	Students' Score		Total of Students
		≥ 78	<78	
1	VIII A	16	14	30
2	VIII B	12	18	30
3	VIII C	9	19	28
4	VIII D	6	22	28
Total		43	73	116
Percentage		37%	63%	100%

Source: The score from English Teacher of SMPN 15 Bandar Lampung.

From the data in Table 1, it can be seen that from 116 students of the eighth grade of SMPN 15 Bandar Lampung, there are 73 students (63%) got score under 78. Because the minimum achievement criteria of English subject in the eighth grade at that school is 78. It indicates that most of students still face difficulties in writing narrative text, especially using cohesive devices.

Furthermore, the researcher did not only interview the teacher, but also she interviewed 16 students of the eighth grade. Based on the result of interview to some students, the researcher found that the students often do same grammatical error in mentioning generic structure of written text, such as students writing narrative text

in English subjects.. The students have difficulty and feel confused to connect sentences to other sentences because of lack of cohesion in students' writing narrative text.

Based on the preliminary research, the researcher found the cause of problem was that the students' writing narrative text in using cohesive devices is difficult. It happens because most of the students were still confused in using cohesive devices appropriately in connecting sentences in a paragraph and one paragraph to each other in narrative text and do same grammatical errors during learning process. Making errors naturally occurs during the process of second language acquisition. Therefore, in this research the researcher will analyse errors in using cohesive devices in writing narrative text.

Dulay describes the types of errors into four classifications. They are 1) linguistic category; 2) surface strategy taxonomy; 3) comparative analysis; and 4) communicative effect. Discussion of these descriptive taxonomies is guided by two major purposes; first, to present error categories which rely solely on observable characteristics for their definition. Second, to report the findings of research conducted to date with respect to error types observed.⁸ However, the researcher only focuses on surface strategy taxonomy and comparative analysis because those two types of errors give more contributions to this research than other types of errors.

⁸ Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), p. 146.

According to Hasan and Halliday, cohesion refers to relation of meaning that exists within a text.⁹ It is an important tool in English language production. The use of cohesion is very significant as it functions to join ideas between sentences to build a texture. An appropriate use of cohesive devices will result in a good arrangement and a coherent passage. It is the property, which implies grammatical and lexical ties, and relations of meaning that hold the elements of a text together in a meaningful unity.¹⁰ Thus, by the use of cohesion, it contributes to the coherence of a text.

Based on the research by Abdurahman, which is entitled “Grammatical Cohesion Analysis of Students’ Thesis Writing”. In this thesis the researcher find out types of grammatical cohesive devices students mostly used in their thesis writing and how these devices create cohesive discourse. Researcher applied descriptive case study as from of research. Furthermore, the result revealed that students could produce various types of grammatical cohesive. The majority of devices used by the students were referential cohesive device and conjunctive cohesive device. Other type’s substitution and ellipsis-contributed only 0.24% and 0.39%. In many cases, students tended to misuse singular pronoun while referencing plural objects or vice versa. From the total 1273 grammatical cohesive

⁹ M.A.K. Halliday – Ruqaiyah Hasan, *Cohesion in English*, (London: Longman, 1976), p. 4.

¹⁰ Maja Stanojevic Gocic, Cohesive Devices in Legal Discourse, *Linguistic and Literatures*, 2012, Vol. 10 No. 2, (<https://facta.junis.ni.ac.rs/lal201202-04/pdf> accessed on January 28th 2018), p. 89-98.

devices used, there are some students how adequately master using grammatical cohesive device by only using inappropriately 74 (5.81%) of them.¹¹

Additionally, a research by Lailatul, entitled “An Error Analysis of Grammatical Cohesion in Analytical Exposition Text at SMAN 2 Metro” The research was conducted in year 2016 that aimed to identify the types of error, the most and least usage of grammatical cohesion in analytical exposition text. The result was showed the error on the use of reference on grammatical cohesion types is the highest error found in the students’ text than other types.¹²

Based on the two studies above, the researcher can see that the aims the research to know whether the common error made by students. To get the deeper the problems, the researcher would analyzed students error in narrative writing text. The researcher would found the problems on students narrative writing text. Based on these problems, the researcher thinks that those is needed to be investigated. The difference this research between two studies above are subject and types of text, the types of text that used in this research is Narrative Text. The similarity this research with two studies above is to find some error in using cohesive devices in students’ narrative writing text, especially the using of grammatical cohesion. The function of this research was to reinforce previous research, which an error on using grammatical cohesion was still often happen by English learner.

¹¹ Nur Hafiz Abdurahman, *Grammatical Cohesion Analysis of Students’ Thesis Writing*, University of Pontianak, 2013, available on <http://jurnal.untan.ac.id/index.php/> accessed on 15th September 2019.

¹² Zuhroul Lailatul, *An Error Analysis of Grammatical Cohesion in Analytical Exposition Text at SMAN 2 Metro*, STAIN Jurai Siwo Metro, 2016, available on <http://digilib.metrouniv.ac.id/> accessed on 17th September 2019.

Based on the explanations above, the researcher is interested in analyzing of using cohesive devices errors in writing narrative text that will be contributed to the coherence of a text, especially narrative text. The researcher will conduct a research entitled: “An Error Analysis of Using Cohesive Devices in Writing Narrative Text at Second Semester of the Eighth Grade of SMPN 15 Bandar Lampung in the Academic Year 2020/2021”.

B. Identification of the Research

Based on the background of the problem, the researcher identifies the problems of this research as follows:

1. Most of the students were still confused in using cohesive devices appropriately in connecting sentences in a paragraph and one paragraph to each other in narrative text.
2. The use of the same word with different purposes in cohesive devices makes the students difficult to determine the appropriate word in creating paragraphs.
3. The students often make the same grammatical error in mentioning generic structure of written text.

C. Limitation of the Research

In this research, the researcher will limit the research on error analysis of using cohesive devices in writing narrative text at second semester of the eighth grade of SMPN 15 Bandar Lampung in the academic year 2020/2021.

D. Formulation of the Research

Based on identification and limitation of the problem above, the problem can be formulated into:

1. What are the types of cohesive devices errors made by the students ?
2. How much percentage of cohesive devices errors made by the students in writing narrative text?
3. What are causes of errors made by the students ?

E. Objective of the Research

Related to the problem formulated above, the objective of the research are :

1. To find out and to describe the types of cohesive devices errors made by the students.
2. To know and to describe the percentage of the cohesive devices errors in writing narrative text.
3. To know and to describe the causes of errors made by the students.

F. Significance of the Research

1. Theoretical Contribution

For the theoretical contribution, the research can be used to enrich the literature and existing research on error analysis of using cohesive devices in writing narrative text gives beneficial reference for future research.

2. Practical Contribution

For practical contribution, the results of this research will expect that the students can limit to making error in cohesive devices in writing text, especially narrative text and the students can increase their writing ability.

G. Scope of the Research

The researcher has divided the scope of the research into four parts, they are:

1. Subject of the Research

Subject of the research will be the students in the second semester of the eighth grade students' at SMPN 15 Bandar Lampung.

2. Object of the Research

The object of the research will be students' writing error and analysis of using cohesive devices in writing narrative text.

3. Time of the Research

The research will be conducted at the second semester in the academic year of 2020/2021

4. Place of the Research

The research will be conducted at SMPN 15 Bandar Lampung.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Error and Error Analysis

1. Definition of Error

According to Brown, error is noticeable grammar from the adult of native speaker, reflecting the inter language competence of the students. This point out that there is a gap in student's knowledge, they occur because the students do not know the correct ones.¹ Furthermore, Dulay et.al states that error resulting from lack of knowledge of the rules of second language.² It means that the students make language deviation. Here, he gets wrong or fail. Then, it can be inferred that errors is regarded as a systematic deviation when a student has not learnt something and consistently then the student finally get it wrong.

An error can be defined as a deviation from the norms of the target language. Error takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence.³ Competence here according to Chomsky, consists of the mental representations of linguistic rules that constitute the speaker-hearer's internal grammar.⁴ It means that error can be

¹ H. Douglas Brown, *The Principle of Language Learning and Teaching*, (New York: Prentice-Hall Inc., 2007), p. 257.

² Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), p. 139.

³ Rod Ellis, *Second Language Acquisition* (New York: Oxford University Press, 1997), p. 51.

⁴ *Ibid*, p. 12.

identified as a deviation arises as a result of lack of competence which consists of the speaker-hearer's internal grammar.

Based on the explanation above, it can be concluded that there are frequent errors in students because students do not understand the rules in the target language and can be identified as deviations. These deviations can lead to a lack of competence of students in the grammar between the speaker and the listener. So that mistakes often occur in grammar, both written and spoken, and this cannot be corrected by itself due to a lack of competence in the target language.

2. Definition of Error Analysis

Error analysis is the study of the learner's error, which can be observed, analyzed, and classified to reveal something of the system operating within the learner. Brown claims that it can keep too closely focused on specific languages rather than viewing universal aspects of language.⁵ By establishing error analysis in learning process, teachers are able to examine students' problem and the process of acquiring a foreign language in language learning.

According to Johansson, an analysis of the learners' error gives the teacher evidence of the learners' competence in the foreign language.⁶ The teacher will also gain information's concerning learner's difficulties at

⁵ H. Douglas Brown, *Op.Cit*, p. 260.

⁶ David Johansson and Roger T, *Learning Together Alone, Cooperation, Competition, and Individualization*, (New Jersey: Practice Hall. Inc, 1975), p. 248.

different levels. For instance, it is important for teacher to design lesson plan and the construction of teaching materials.

B. Concept of Error and Mistake

Both of error and mistake have similar meaning, but, they have difference in language. It is important to differentiate between error and mistake. Otherwise, some of people are still misunderstanding about the definition of them. To clarify the different between them here are some definitions from experts that define both error and mistake. Brown different them in his statement. He said that error is noticeable deviation from the adult grammar or a native speaker reflecting the Interlingua competence of the learner.⁷ While he argues that, a mistake refers performance error that is either a random guess or a „slip“ in that is failure to utilize a known system correctly.⁸

Dulay states that error is the flawed side of learner speech and writing. They are those parts of conversation or composition. Those deviate from some selected norm of mature language performance.⁹ Corder states that, the errors of performance will characteristically be unsystematic and the errors of competence are systematic.¹⁰ It means that by seeing the statements of Dulay above, the unsystematic error is called mistake that refers to the performance error. It is caused by hesitation or slips of the tongue to use language system correctly. Meanwhile, the systematic error is called error that refers to the

⁷ H. Douglas Brown, *Op. Cit*, p. 217.

⁸ *Ibid*, p. 170.

⁹ Heidi Dulay et.al, *Language Two*, (New York: Oxford University Press, 1982), p. 138.

¹⁰ Corder, *Techniques in Applied Linguistics* (London: Oxford University Press, 1974), p. 10.

competence error. It is caused by the lack of the learners' competence to use language system correctly.

From the statement above, it is clear that error and mistake are different. Error is a result from lack of knowledge of rules of language. The learners cannot know error because they do not know that they have done something wrong. It caused by the lack knowledge of language, the learners cannot correct by themselves and they need explanation about it. It refers to language competence that shows learners' ability in using language. The different is learners can know mistake because it refers to language performance but the learners can correct themselves. It is the result of imperfection in producing speech. The learners know about the rules to make good sentences but condition make they do error.

An error is generally something that is repeated more than once by the students. However, a mistake is something that is done once by accident. For example, when learning a language, students can make an error because they do not understand the grammar, then an error is repeated in the other times. Whereas, the students who have understand the grammar but state a wrong thing it is called mistake, they understand it but they make a mistake.

Dulay.et.al. states that people cannot learn language without first systematically committing errors.¹¹ It means that, all of the language learners made errors when they learn the language, because that is including language

¹¹ Heidi Dulay, et.al. *Op. Cit.*, p. 138.

acquisition process. It can be said that it is normal when students do some errors while learning language.

We must collect all of the wrong sentences before we analyze it. The first job to do is identifying those errors. But practically we cannot always tell the difference between error and mistake without careful analysis. Sometimes, if, on one or two occasions, an English learner states „*john cans sings*,“ but on the other occasion says „*john can sing*,“ it is difficult to determine whether „*cans*“ is a mistake or an error. But in this case, the writer does not want to difference them. All of the deviations include error. This is emphasized by Dulay that we use error to refer to say deviation from selected norm of language performance, no matter what the characteristics or causes of the deviation might be.¹²

In this research, practically, the researcher holds on the idea proposed by Dulay, et.al, as the basis of determining the deviation done by the learners. In short, any deviation would be considered as an error.

1. The differences between Error and Mistake

The terms of *error* and *mistake* have identical meaning in teaching and learning process. However, those have different meaning and function. Brown defines error as a noticeable deviation from the adult grammar of a native speaker that reflects the competence of the learner.¹³ Meanwhile,

¹² *Ibid*, p. 139.

¹³ H. Douglas Brown, *Op. Cit.*, p. 258.

mistake refers to a performance error that is either a random guess or a slip in that it is a failure to use a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such "lapses" or mistakes, which are not the result of a deficiency in competence but the result of some temporary breakdown or imperfection in the process of producing speech. Error can be self-corrected while mistake cannot be self-corrected if the deviation is pointed out to the speaker.

It can be concluded that errors are caused by lack of understanding and knowledge in target language while mistakes are caused by temporary lapses of memory, confusion, and carelessness in expressing target language either in spoken or written form.

C. Types of Error

Dulay *et al* describes the types of errors into four classifications. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

1. Linguistic Category Taxonomy

Linguistic category taxonomy classifies errors according to either or both the language components the error aspects. Here, language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).¹⁴

¹⁴ Heidi Dulay, et.al. *Op.Cit.*, p. 146.

2. Surface Strategy Taxonomy

This category highlights the ways surface structures are altered in systematic and specific ways students error in this type are based on some logic as the result of some type of errors, such as addition, omission, misformation, and misordering.¹⁵

3. Comparative Taxonomy

The classification of errors in a comparative is based on comparing the structure of the second language errors and certain other types of communications. These comparisons have yielded major error categories in this taxonomy; they are developmental errors and intralingual errors.¹⁶

4. Communicative Effect Taxonomy

While the surface strategy and comparative taxonomies focus on the aspect of the errors themselves, the communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those do not. This taxonomy classifies errors in two types, global and local errors.¹⁷

Based on the type of errors, this research used surface strategy taxonomy to analyze the students errors, because surface strategy taxonomy focuses on aspects on the errors themselves and it emphasizes on analyzing the way surface structure are changed. Regarding that the errors in using cohesive devices are closely related to the students ability in composing writing narrative text.

¹⁵ *Ibid*, p. 150.

¹⁶ *Ibid*, p. 163.

¹⁷ *Ibid*, p. 189.

D. Concept of Surface Strategy Taxonomy

According to Dulay et al, a surface strategy taxonomy highlights the ways surface structures are altered: Learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.¹⁸ By using surface strategy taxonomy the error classification can give a clear description about cognitive process that underlie the learners' reconstruction of the new language or language being learned. It also makes us aware that learners' errors result from their active way in using the interim principles to produce the target language. Errors can be classified in to four types: omission, addition, misformation, and misordering. The types these categories are:

1. Omission

Omission errors are characterized by the absence of an item that must appear in well-formed utterances. Content morphemes carry the referential meaning of a sentence (nouns, verbs, adjectives, adverbs).¹⁹ Example: once upon a time, there lived a girl named snow white. She lived with her aunt and uncle because parents died. (Omission of possessive adjective "her" before parents died).

2. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. It

¹⁸ *Ibid*, p. 150.

¹⁹ *Ibid*, p. 154.

usually occurs in the later stages of second language acquisition.²⁰ For example: that is the man who I saw *him*. (addition of object *him*)

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or the structure. While in omission errors, the item is not supplied at all. in misformation error, the learner supplies something, although it is incorrect.²¹ Example: one day, an invitation to the ball *comed*. (the main verb *comed* should be *came*)

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.²² Example: so, after the school, Pinocchio decided to go to the city. He asked someone the ingredients to bake a cake. During his walk, Pinocchio met *there* a little boy. (The placement of adverbial demonstrative “*there*” should be Pinocchio met a little boy *there*).

E. Procedures of Error Analysis

In this study, the researcher uses Ellis’s theory for analyzing students’ error in using cohesive devices in writing narrative text. Ellis classifies the errors through explaining five steps of analyzing the errors. They are:

²⁰ *Ibid*, p. 156.

²¹ *Ibid*, p. 158.

²² *Ibid*, p. 162.

collection of sample of learner language, identification of errors, description of errors, explanation of errors and evaluation of errors.²³

a. Collection of a sample of learner language

In this step, the researcher must decide what samples of learner language to use for the analysis and how to collect these sample. a number of students which is being sample for the research can be identified according to the size of the sample. A massive sample involves collecting several samples of language use from a large number of learners in order to compile a comprehensive list of errors, representative of the entire population. A specific sample consists of one sample of language use collected from a limited number of learners, while an incidental sample involves only one sample of language use produced by a single learner.

b. Identification of Errors

In this step, the errors in the corpus have to identified. It is necessary to decide, therefore, what constitutes an error and to establish a procedure for recognizing one. For identifying error, the researcher must compare the sentence that was produced by students to the correct sentence in the target language.

c. Description of Errors

The description of learner errors involves a comparison of the learners' idiosyncratic utterances with a reconstruction of those utterances in the target

²³ Rod Ellis, *Second Language Acquisition*, (New York: Oxford University Press, 1997), p. 48.

language. It requires, therefore, attention to the surface properties of the learners', then they would be classified into the types of errors.

d. Explanation of Errors

Explanation is concerned with establishing the source of the error, i.e. accounting for why it was made. This step explained why errors occurs. The researcher explains the result of error sentences more complex and classifies the dominant errors occur in students' narrative text. Therefore, the reader can comprehend the error sentences clearly by themselves.

e. Evaluation of Errors

Whereas all the preceding stages of EA have involved an examination of errors from the point of view of the learner who makes them, error evaluation involves a consideration of the effect that errors have on the person(s) addressed. In this step, the researcher must decide the criteria of errors which will be corrected because some errors can be considered more serious than other. The aim of evaluating errors is to distinct which errors will be corrected so the learner which made an error, will not be stress of getting correction.

F. Cohesion

Cohesion is the resources within language that provide continuity in a text, over and above that provide by clause structures and clause complexes. Halliday and Hasan assert that cohesion refers to relation of meaning that

exists within the text, and that defines a text. Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other in the sense that it cannot be effectively decoded except by resources to it.²⁴ It can be concluded that cohesion is a related meaning in the text that explains the meaning of the text.

1. Cohesive Devices

According to Yanti as cited in Schrifin, she explains cohesive devices as clue used by speakers and hearers to find the meanings which underlie surface utterances. It is as formal links to create relationship between sentences and clauses. These formal links enable the researcher to hang stretches of language together and to create unity. It is used to tie pieces of text together in a specific way.²⁵ It means that cohesive devices is a relationships between sentences and clauses in discourse, both in uniting various languages and in creating a particular language unity.

Cohesive devices are the types of cohesion which are existed in the text. Cohesion is not only concerned with grammar, but also with vocabulary. Hence, it is divided into *grammatical* and *lexical* cohesion.²⁶ It can be concluded that cohesive is a relationships between sections in the text marked by the use of language elements. cohesion basically refers to the relationship of forms, meaning the elements of discourse (words or

²⁴ M.A.K. Halliday and Ruqaiyah Hasan, *Cohesion in English* (London: Longman, 1976), p. 4.

²⁵ Yanti Nurhayati, Graduating Paper: “*The Analysis on the Use of Cohesive Devices in English Writing Essay among The Seventh Semester Students of English Department of STAIN Salatiga in The Academy year of 2011/2012*”. STAIN Salatiga. 2012, available on <http://docplayer.net/51394504>, accessed on December 5th 2017.

²⁶ Halliday & Hasan, *Op. Cit.*, p. 27.

sentences) that are used to compile a discourse have a unified and intact relationship.

a. Grammatical Cohesion

Grammatical Cohesion identifies the grammatical rules of a text or utterance. It refers to the various grammatical devices that can be used to make relations among sentences more explicit.

1) Reference

Reference is a semantic relation in which a meaning is specified through the identification of a referent, the source of identification is the situation. So that, the relation of referent is basically an exospheric one.²⁷ There are three types of reference: personal, demonstrative and comparative.

a) Personal Reference

Personal Reference is reference by means of function in speech situation through the category of person.

There are three types of personal reference:

- 1) Personal pronoun: I, me, you, we, us, they, them, she, her, he, him, it.
- 2) Possessive pronoun: mine, yours, ours, theirs, his, hers, its.
- 3) Possessive adjectives: my, your, our, his, her, their, its.

They refer to individuals and objects that are mentioned in some other parts of a text.

²⁷ *Ibid*, p. 308.

Example:

One day, a *mama Ostrich* returned home from gathering food for *her* two dear chicks.

(The possessive adjective *her* refers to *mama Ostrich*).

b) Demonstrative Reference

Demonstrative Reference is reference by means of locations on a scale of proximity.²⁸ It is a form of verbal pointing. The speaker identifies the referent by locating it on scale of proximity. There are two types of demonstrative reference:

1) Adverbial Demonstrative refers to the location in of process in a space or time. The function is as adjunct in the clause not as element within the nominal group, and the secondary function as qualifier. Adverbial demonstrative includes *here, there then*.

2) Nominal demonstrative refers to the location of something, typically some entity, person, or object that is participating in the process. They occur as element within nominal group. It includes *this, these, that, those, the*.

Example:

Finally, mama lion could not escape from *the anthill* and had to stay *there* for a long time.

(The adverbial demonstrative” *there*” refers to *anthill*)

²⁸ *Ibid*, p. 57.

c) Comparative Reference

Comparative Reference is indirect reference by means of identity or similarity. It is achieved through adverbs and adjectives of comparison, which is used to compare similarities or identities between items in a text. There are two types of comparative reference:

1) Comparative adjective, the function is as deictic or as epithet in the nominal group. It includes *same, identical, equal, other, different, more, better*.

2) Comparative adverb, the function in the clause as adjunct. It includes *similarly, differently, more, less*. Example: Some students read narrative text while others write narrative text. (The comparative referential tie *others* refer to *students*).²⁹

2) Substitution

Substitution is the replacement of one item by another at a particular place in a structure.³⁰ In English, the substitute may function as noun, as a verb, or as a clause. Some items commonly used in substitution include one, same, do and not. There are three types of substitution:

²⁹ Halliday & Hasan, *Op. Cit.*, p. 308.

³⁰ *Ibid.*, p. 7.

a) Nominal Substitution

The substitution “*one/ones*” always functions as head of a nominal group and can substitute only for an item which is itself head of a nominal group.

Example:

A: Can you give me *a glass* of water?

B: there is *one* on the table.

b) Verbal Substitution

Verbal substitution in English is *Do/does*. This substitution functions as head in the verbal group in the place that is occupied by the lexical verb, and its position is always final in the group.

Example:

Cinderella *danced* with the prince and her stepsisters *did* too.

(*Do* refers to *danced*)

c) Clausal Substitution

Clausal substitution is not an element within the clause but the entire clause. The words used as substitute are *so* and *not*.

Example:

Her stepmother did not let her go to the ball, and her stepsisters said *so*.

3) Ellipsis

Ellipsis is a form of substitution in which the item is replaced by nothing, but reader or listener still can understand the meaning by looking back to the preceding item.³¹ There are three types of ellipsis:

a) Nominal Ellipsis

The structure is as head with optional modification. The modifying element includes some, which precede the head and some, which follow it. The modifier is combined with another structure on the experiential dimension, which consist of element *deictic, enumerative, epithet, classifier, and qualifier*.³²

Example:

One day, they hijacked to the rice field with only a cow. They used to use *two*.

b) Verbal Ellipsis

In the verbal group, there is only one lexical element that is the verb itself. It is defined as a verbal group whose structure does not fully express its systematic features.³³

Example:

Stepmother: have you done the housework?

Cinderella: yes, I *have*

c) Clausal Ellipsis

³¹ *Ibid*, p. 143.

³² *Ibid*, p. 147.

³³ *Ibid*, p. 167.

The clause in English is considered as the expression of the previous speech functions, such as statement, question, response, and so on has two parts structure consisting of modal element and propositional element.

The modal element which embodies the speech function of the clause consists in turn of the subject plus the finite element in the verbal group.

The propositional element consists of residue, the reminder of the verbal group, and any complement and adjunct that may be present.³⁴

Example:

Stepsister 1: are you going to buy a new dress for the party?

Stepsister 2: yes

4) Conjunction

Conjunction is the semantic system whereby speakers relate clauses in terms of temporal sequence, comparison and addition. Unlike reference, substitution, and ellipsis, the use of conjunction does not instruct the reader to supply missing information either by looking for it elsewhere in the text or by filling structural slots. Instead, conjunction signals the way the writer wants the reader to relate what is about to be

³⁴ *Ibid*, p. 197.

said to what has been said before.³⁵ Halliday and Hasan also state that there are four types of conjunction; they are *additive*, *adversative*, *causal*, and *temporal*.³⁶

a) Additive

1) Simple additive relation type (internal and external)

Additive: and, and also, and.... Too

Negative: nor, and.... not, not.... either, neither

Alternative: or, or else

E.g., she lived with her stepsisters **and** stepmother

2) Complex additive relation (internal): emphatic

Additive: further (more), moreover, additionally, besides that, at to this, in addition, and another thing

Alternative: alternatively

3) Complex additive relation (internal): de-emphatic

Afterthought: incidentally, by the way

4) Comparative relation (internal)

Similar: likewise, similarly, in the same way, in (just) this way

Dissimilar: on the other hand, by contrast, conversely

5) Appositive relation (internal)

³⁵ Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 180.

³⁶ Halliday & Hasan, *Op.Cit.*, p. 243.

Expository: that is, I mean, in other words, to put it another way

Exemplificatory: for instance, for example, thus³⁷

b) Adversative

The adversative ties indicate a contrastive relation. These conjunctions are used when a contradictory proposition is appended to the previous one. Conjunctive relation of adversative types:

- 1) Adversative relation “proper” (in spite of) (internal and external)

Simple: yet, thought, only

Containing “and”: but

Emphatic: however, nevertheless, despite this, all the same

- 2) Contrastive relation (“as against”) (external)

Simple: but, and

Emphatic: however, on the other hand, at the same time, as against that.

- 3) Corrective relation (“not.... but”) (internal)

Correction of meaning: instead, rather, on the contrary

Correction of wording: at least, rather, I mean

- 4) Dismissive (generalized adversative) relations (“no matter..... still”) (external and internal)

³⁷ *Ibid.*, p. 250.

Dismissal, closed: in any, either case, event, any, either way, whichever

Dismissal, open-ended: anyhow, at any rate, in any case, however that may be³⁸

c) Causal

Causal relations, general (because...., so) (external and internal)

Simple: so, thus, hence, therefore.

E.g. her stepsister did not let her go. **So**, Cinderella was very sad.

Emphatic: consequently, accordingly, because of this

1) Causal relations, specific

Reason: (mainly external) for this reason, on account of this
(Internal) it follows (from this), on this basis

Result: (mainly external) as a result (of this), in consequence
(of this) (internal) arising out (of this)

Purpose: (mainly external) for this purpose, with this in mind/view, with this intention (internal) to this end

2) Reversed causal relation, general

Simple: for, because

3) Conditional relation (if, then) (external and internal)

Simple: then

³⁸ *Ibid.*, p. 256.

e.g. The prince feels in love with her. **Then**, he married her.

Emphatic: in that case, that being the case, in such an event,
under those circumstances

Generalized: under the circumstances

Reversed polarity: otherwise, under the circumstances

4) Respective relation (with respect to) (internal)

Direct: in this respect, with regard to this, here

Reversed polarity: otherwise, in other respect, apart from
this.³⁹

d) Temporal

1) Simple temporal relation (external)

Sequential: (and) then, next, afterwards, after that,
subsequently

Simultaneous: (just) then, at the same time, simultaneously

E.g. The boss of crocodile called all his friends and asked
them to make a line in order from one side to the other side
of the river. **Just then**, the rabbit started to count while
jumping from one crocodile to another. Preceding: earlier,
before then/that, previously

2) Complex temporal (external)

Immediate: at once, thereupon, on which, just before

³⁹ *Ibid.*, p. 261.

Interrupted: soon, presently, later, after a time, sometime, earlier, formerly

Repetitive: next time, on other occasion, this time, on this occasion, the last time, on a previous occasion

Specific: next day, five minute later, five minute earlier

Durative: meanwhile, all this time

Terminal: by this time, up till that time, until then

Punctiliar: next moment, at this point/moment, the previous moment

3) Conclusive relation (external)

Simple: finally, at last, in the end, eventually

E.g. **Finally**, he thanked all crocodiles because he had crossed the river.

4) Sequential and conclusive relation (external) correlative forms

Sequential: first.... then, first...next, first...second.

Conclusive: at first.... finally, at first....in the end

5) Temporal relation (internal)

Sequential: then, next, secondly....

Conclusive: finally, as a final point, in conclusion

6) Temporal relations (internal): correlative forms

Sequential: first.... then, first...next, first...secondly..., in the first place, to begin with

Conclusive:finally, to conclude with

7) 'here' and 'now' relation (internal)

Past: up to now, up to this point, hitherto, Here to fore.

Present: at this point, here

Future: from now on, henceforward

8) Summary relation (internal)

Culminative: to sum up, in short, briefly

Presumptive: to resume, to get back to the point, anyway.⁴⁰

Based on the explanation above, there are four grammatical cohesive devices are the cohesion which occurs in the grammatical side. Grammatical cohesion includes reference, substitution, ellipsis and conjunction. In this research, the researcher will limit analyze in conjunction grammatical cohesion. It refers to the material at the eighth grade.

b. Lexical Cohesion

Lexical cohesion identifies the semantic relations of words that make up a text or utterance. Thus, lexical cohesion is achieved by the selection of vocabulary. There are two types of lexical cohesion; they are reiteration and collocation.⁴¹

1) Reiteration

⁴⁰ *Ibid*, p. 267.

⁴¹ Maja Stanojevic Gocic, Cohesive Devices in Legal Discourse, *Linguistic and Literatures*, 2012, Vol. 10 No. 2, (<https://facta.junis.ni.ac.rs/lal201202-04/pdf> accessed on 27th January 2018), p. 94.

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, the use of a general word to refer back to a lexical item, and the use of a synonym, or super ordinate terms.

a. Repetition

Repetition is the identical recurrence of a preceding lexical item which establishes a cohesive tie between lexical items as a referential link. A lexical item coheres with a preceding occurrence.

Example:

They were so poor that they did not have anything except a *cow*. When the *cow* had grown too old, his sent Jack to the market to sell it.

b. Synonymy

Synonymy is the relationship between two predicates that have the same (partial) sense. It is the identity of senses of two or more lexical items. In the case of synonymy, lexical cohesion results from the choice of a lexical item that is synonymous with a preceding one.

Example:

He saw a *boss* of crocodile swimming in the river. The rabbit asked the *chief* of crocodile, “How many crocodiles are there in the river?”

c. Super Ordinate

Super ordinate involves the use of general class words.

Example:

They went to *the Emporium*. The *shopping mall* was large and had a lot of goods.

The noun phrase *shopping mall* is the super ordinate term referring to *the Emporium*.

d. General Word

General words are used to refer back to a lexical item such as person, people, man, woman for human nouns; things, object for inanimate, concrete countable nouns; stuff for inanimate, concrete uncountable; place for location.⁴²

Example:

A: Did you try the steamed buns?

B: Yes, I did not like the things much.

2) Collocation

Collocation deals with the association of lexical items that regularly co-occur. The co-occurrence of certain words from a chain ensures unity and centrality of the topic of this text.⁴³ These words in chain form the lexical cohesion of the text.

Example: he ***took off*** the shoes then and got into the bath.

⁴² Besma Azzouz, Dissertation, *A discourse Analysis of Grammatical Cohesion in Students' Writing: A Case Study of Second Year Students Mentoury University-Constantine, 2009*, (<http://193.194.84.142/theses/anglais/AZZ1086.pdf> accessed on 28th January 2018), p. 33.

⁴³ *Ibid*, p. 34.

Based on the explanation above, there are two lexical cohesive devices are the cohesion which within occurs in the vocabulary. It includes reiteration and collocation. Reiteration covers into five types, namely repetition, synonym, super ordinate, and general word.

G. Writing

In writing, the students can represent about their minds or opinions in form of written language, so indirectly the students can do communication with the reader. Writing is language skill that involves language production and therefore often referred to as productive skill.⁴⁴ Hyland adds that writing is seen as a product constructed from the researcher's command of grammatical and lexical knowledge.⁴⁵ As a result, writing is a result that is got by a process to construct some aspects of writing like grammatical and researcher knowledge or experience. In writing skill, the students should be able to produce the language based on the writing rules, so the reader can understand easily about their written.

The written language has more practice. Someone who never practice writing a lot, felt difficult to master writing because writing is not natural process, it needs process to be mastered. Harmer also adds that when writing, students frequently have more time to think than they do in oral activity. They can go through what they know in their mind and even consult dictionaries,

⁴⁴ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman Publishing, 2006), p. 16.

⁴⁵ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p. 3.

grammar book, or order reference mastery to help them.⁴⁶ It means that the students must have more references because it can help them to support their ideas or feelings in written form, so make the reader interested to read their written text.

In writing, there are five aspects that must be ordered by researcher to make a good writing. It is needed to give clearly of information that as the researcher means. According to Heaton, five major aspects are accompanied by explicit description of what is meant by the different band-scales. The criteria of good writing, there are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner)
3. Vocabulary (the ability to use of word/idiom).
4. Language use (the ability to write appropriate structure)
5. Mechanic (the ability to use punctuation, capitalization, spelling and layout correctly).⁴⁷

These are aspects that can be used by teacher, lecturer, or researcher to assess the students' writing ability. From those five aspects we can evaluate the students' writing ability. To accomplish good writing, the researcher also works hard to find right ways to do it. As badly written will be appearing

⁴⁶ Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p. 31.

⁴⁷ J.B. Heaton, *Writing English Language Test* (New York: Longman, 1988), p. 135.

ambiguous meaning in readers' mind. It shows that writing ability is very important for the researcher specially to get an excellent writing.

H. Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.⁴⁸ It means that text is a number of words to give a message to somebody in written or spoken.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules researchers can encode a full semantic representation of their intended meanings.⁴⁹ Further, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.⁵⁰ It means that text is used as a communication by the researcher with organized the structure of the text on grammatical of words, clauses and sentences.

The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified

⁴⁸ Mark Anderson and Kathy Anderson, *Text Type in English*, (Australia: Macmillan, 1997), p. 1.

⁴⁹ Ken Hyland, *Teaching and Researching Writing*, Second Edition (Edinburgh Gate: Pearson, 2009), p. 8.

⁵⁰ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p. 29.

and coherent text.⁵¹ According to Emilia that a text has texture and good characteristic as follow:

1. Coherence

Coherence refers to a group clauses or sentences relate with the context.

Coherence divided into situational coherence and generic coherence.

Situational coherence is the reader can identify the text as one of the kind texts such as recount, procedure, narrative, exposition, discussion, and can identify the structure in the text.

2. Cohesion

Cohesion refers to how the researcher relates each part from the text.⁵²

Based on those explanations, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.

I. Kinds of Text

According to English Syllabus of K13 Curriculum, the teaching of writing for students of Junior High School involves the teaching of paragraphs or text. In English, we can find many kinds of text in teaching of writing to students. Each of these texts has its own characteristics and functions. Students should have knowledge of these texts. According to Gerot and Wignel classify the genre into thirteen types. They are;

⁵¹ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 3.

⁵² Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqi, 2011), p. 8.

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3. Report

Report is a text to describe the way things are with reference to a range of natural, man-made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews is a text to critique an art work or event for a public audience.⁵³

Based on those explanations, it can be concluding that there are many kinds of text. The kinds of the text those must be mastered by the students in writing for increase the students writing ability. In this research, the researcher only focuses in narrative text as the form of writing that will be analyzed because this kind of writing form is concluded as the material should be learned by the students for the eighth grade. From the definition above, it means that there are

⁵³ Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 192-220.

many kinds of text in English for teaching and learning, and the researcher concludes that text is an original word of something written, printed, or spoken to amuse, entertain and to deal with actual or vicarious experience in different ways.

J. Narrative text

According to Brown, narrative is a recounting of an incident or event. It tells a story that illustrates the truth of the argument.⁵⁴ McCrimmon says that narration is a story told, which make a point. It can be used in an abbreviated form to introduce or illustrate a complicated subject that is researchers often use narration to lead into the body of their writing or in an extended form to provide detailed, personal account of what happened.⁵⁵

Effective narrative paragraph writing has three important characteristics: 1). It tells a story. 2). It is organized by time or chronological order, and 3). It shows the researcher's attitude or point. Three main characteristics of a narrative paragraph, include:

1. A narrative paragraph tells a story

Narration tells a story about a series of events or actions. The events may be real or nonfiction as in histories, biographies and newspaper stories or imagery or fiction, as in short stories, novels and plays.

2. A narrative paragraph is organized by time order

⁵⁴ H. Douglas Brown, *Teaching Principle of Language Learning and Teaching*, (Angle Cliffs: N.J. Prentice-Han, 1984), p. 325.

⁵⁵ James M. McCrimmon, *Writing with Purpose*, (New York: Houghton Mifflin Company, 1984), p. 70.

In addition, the series of events in narration are generally arranged by time order or chronological order. This means that the story begins with what happened first, then moves on to what happened next and ends with what happened last. Suppose, you want to tell about your terrible day, you would probably have a series of events to tell.

3. A narrative paragraph makes a point

When writing a narration, you should have a purpose. In other words, you tell a story to teach something, persuade or make point. Otherwise, your readers will probably wonder why they need to bother to read your story. Your purpose will guide you to select the details to include and those to exclude in your story. It is your job as the researcher to emphasize the details that are significant to the purpose or the point the story and then omit the rest.⁵⁶

Furthermore, authors use narrative paragraph to share a story with readers. A narrative paragraph may be complete by itself, or it may be part of a longer piece of writing. The purpose of a narrative paragraph is to inform or persuade. The topic sentence of a narrative paragraph does not start the narration. It establishes a purpose. There are several rhetorical structures which are used in narration including orientation, sequence of events that leads to conflict - climax, resolution, and coda.

a. Orientation

⁵⁶ *Ibid*, p. 71.

Orientation is to tell about topic of an activity or event that will be told by the researcher who, where, and when the story happened. The function is to amuse the readers.

b. Sequence of events that leads to conflict – climax

Sequence of events is to tell the story or event including conflict-resolution. The function is to amuse the readers or to give moral lesson.

c. Resolution

Resolution is to tell about the problem solving.

d. Coda

Coda is conclusion of the story that is intended to give a moral lesson to the readers.⁵⁷

Based on the statement above, the researcher concludes that a narrative paragraph is a kind of paragraph that is used to tell events that happen in the past. The purpose is to amuse or to entertain the readers. Moreover, students' narrative paragraph writing ability is the ability of the students to produce or compose a narrative paragraph correctly that can be shown by the narrative paragraph made by them that fulfills, such criteria of a good narrative paragraph as orientation, sequence of events that leads to conflict – climax, resolution, and coda.

⁵⁷ Pardiyo, *Pasti bisa! Writing Clues for Better Writing Competence*, (Yogyakarta: C.V Andi Offset, 2006, p. 163.

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